DOCUMENT RESUME

ED 177 539 CS 204 936

AUTHOR Bratton, Mary Elizabeth Cataldi
TITLE System for Integrated Language Communications Observation, SILCO. Observer Manual.
PUB DATE Sep 78
NOTE 39p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Classroom Communication; *Classroom Observation Techniques; Classroom Research; Classroom Techniques; Elementary Education; *Language Arts; *Observation; *Speech Communication

ABSTRACT

This observer's manual is designed to familiarize people with the System for Integrated Language Communications Observation (SILCO), which rates the degree of integrated language communications instruction occurring in elementary classrooms during 40-minute time blocks. Sections of the manual discuss SILCO's development, organization, identification procedures, and ways to assure reliability. Five categories of the system are outlined, including how the language arts are integrated through the instructional organization of the classroom, the kinds of resources used for communication, the specific communication skills that are emphasized and developed, children's involvement in real life experiences, the involvement of two or more of the language arts (the integrative qualities) in student communication activities, teacher/student planning, classroom environment, teacher/student evaluation, and other content areas. Following detailed descriptions of the individual items on the SIICO form, instructions for recording and scoring the entries are discussed. (RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED177539

System for Integrated Language Communications Observation

SILCO

Observer Manual

Mary Elizabeth Cataldi Bratton

September, 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary Elizabeth Cataldi Bratton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS204936

Table of Contents

	Page
Definition	1
System Rationale	1
Background Information	2
Category Rationales	3
Item Descriptions	9
Recording Entries	29
Scoring Entries	32

SYSTEM FOR INTEGRATED LANGUAGE COMMUNICATIONS OBSERVATION

Definition

The System for Integrated Language Communications Observation, SILCO, is designed to rate the degree of integrated language communications instruction occurring in elementary classrooms K-6.

For the development of this observation system, the working definition of integrated language communications instruction is instruction that (1) interrelates listening, speaking, reading, and writing through developmental sequences of skills, resources and activities, and (2) provides active involvement of children in real-life experiences to facilitate application of the related communication skills that are being learned.

System Rationale

SILCO provides descriptive information about integrated language communications instruction. The total score on SILCO reflects the degree of integrated language communications instruction occurring in each observed classroom. This system is not intended to evaluate instruction in any way, but attempts to describe language instruction. The five categories of the system are designed to provide basic data concerning: (1) the instructional organization of the classroom; (2) the kinds of resources used related to the communication areas; (3) the kinds of skills developed related to the communications areas; (4) the involvement of children in real-life experiences; and (5) the involvement of two or more of the language arts in student communication activities, teacher/student planning, classroom environment, teacher/student evaluation, and other content areas.

Background Information

SILCO is designed primarily for observation during a communications time block. The language communications areas include listening, speaking, reading, writing (including handwriting and spelling), and non-verbal expresssion. These areas are typically referred to in most texts as the language arts. SILCO can alsobe used during any classroom time block in which children are involved in the communication process; however, SILCO is to be used in classrooms K-6 during a representative 40-minute time block. For example, if the students in the classroom are preparing to leave for a field trip or are watching an educational television program, the observer would return to the classroom at a later time in order to observe a more representative example of the teaching/learning process.

The system is designed to be used by persons with varying degrees of specialization in the language communications. In other words, it is possible for SILCO to be used by teaching professionals and students alike. The amount of training in SILCO's use depends on the extent of the observer's expertise in the language communications. Some professionals, familiar with the language communications, might be able to use SILCO with a minimum amount of training (possibly by reading this manual and trying out SILCO a few times in various classrooms), while other persons might need a more formal training program.

The following sections describe the five category rationales, the individual item descriptions, and the techniques used for recording and scoring entries. The observer must be completely familiar with each of the following sections in order to assure that SILCO is used with a high degree of reliability.

Category Rationales

SILCO is composed of five major categories, 1 through 5, each designed to provide specific information about the degree of integration in each observed classroom. In order to provide a clearer understanding of what each category is designed to measure, the rationale for each category follows.

Category 1. Instructional Organization. This category measures the provisions made for individual differences among students. Integrated language communications instruction interrelates the language skills based on the developmental levels of each child. Real communication can take place only if each child is developmentally ready for the task at hand. Little learning takes place when instruction is entirely based on the readiness of only a few children and disregards the readiness of others. The instructional organization of the classroom must facilitate integrated learning for individuals, small groups, and large groups. Likewise, a hierarchy of learning must be provided from the basic skill-centered curriculum to the application of those skills into learning activities. Application of skills in order to communicate becomes an integral part of integrated language communications instruction.

Category 2. Resources In Use. This category gathers data on the resources that are used to facilitate student learning in the communications areas. They include resources that involve the communications skills of listening, speaking, reading, writing, and non-verbal expression. Integrated language communications instruction utilizes resources that facilitate the application of all the communications areas. This category is divided into two areas including "material resources" and "person/place resources." Both types of resources are essential to the integrated curriculum. This category indicates whether the

students are interacting with several types of communications resources or if one kind of resource is emphasized to the exclusion of the other kinds of communications resources.

Category 3. Skill Development Emphasis. This category gathers data on the kinds of skills emphasized in student learning. In order to communicate efficiently, children must learn the appropriate communications skills, including listening, speaking, reading, writing, and dramatic expression. Integrated language communications instruction emphasizes each communication skill making certain each necessary skill is taught (not left to incidental teaching). This category indicates whether or not the students spend regular instructional time on all the language skills or emphasize one language area to the exclusion of the other language areas.

Category 4. Real-life Communication Activity. Real-life activities represent the culmination of a segment of the teaching/learning process. Skills are learned in the classroom for the ultimate purpose of application. Only when these skills are learned and applied in a real-life (meaningful) way, can teachers, as well as students, adequately assess the value of their educational experience. For example, debate in the classroom setting is valued because of the assumed application of this skill to a real-life setting, possibly, the corporation boardroom. Perhaps the intrinsic value of this activity can finally be evaluated only when the student is actually placed in a boardroom to function as a decision-making member. There may be some students who can make the classroom-boardroom transition easily, yet, there may be others who have difficulty applying the classroom skill of debating to the boardroom situation. It is only when students are given opportunities to function in real-life experiences

(e.g. a type of boardroom situation, for example, a classroom student council experience) that the application of a myriad of skills can be witnessed. Integrated language communications instruction must be soundly based in meaningful, real-life activities to insure that the students uses all types of language skills to communicate effectively.

An environment in which language is used to communicate can be provided in various ways by a creative teacher. The characteristics which indicate "real-life qualities" are listed under the category Real-life Communication Activity. Each characteristic is selected based on the implication that the student must apply the language arts skills during a real-life, meaning-related experience. A degree of subjectivity is involved in decisions regarding characteristics which reflect "meaning-related experience;" however, some subjectivity is inevitable when applying such a construct.

The characteristics of the communication activity reflecting real-life qualities are sub-divided into observable categories that can be reliably measured. Many of these characteristics incorporate the need for an audience, since the true act of communication requires that someone receive the communication. For example, if a child writes something, someone should read it, not in an artificial sense as for grading, but in a real, meaningful way in which the expected response may indicate the real communication of ideas. This is not to say that grade evaluations have no place in the educational environment, but an attempt to place the major emphasis of language education on the communication of real-life experiences, with grading of school communication skills as only an auxiliary function. Only then can the basic philosophy of integrated language communications be realized.

4.1. Preparing Communication. This section focuses on planning and preparing communication for the ultimate purpose of individuals or group presentation. "Preparing Communication" is used in this category to reflect the planning/preparing activities in which the teacher and/or student is involved. Activities must be planned for the specific purpose of communication.

4.2. Receiving Communication. This section focuses on the receiving of communication by an interested individual or group. Receiving communication must be an active process, so the audience must be interested in the communication.

4.3. Interacting Communication. This section focuses on the interaction of the students with the audience. In other words, the students and the audience must have a reciprocal effect on each other. The audience must not only receive the communication, but respond to the communication. In this way, the students and the audience interact with each other. Two phases of the interaction process are coded in this category, (1) preparing for interaction, and (2) interaction itself.

Category 5. Integrative Qualities. Integrated language communications instruction interrelates the communication skills by bringing together the language areas of listening, speaking, reading, and writing. Integration must take place in the total instructional plan, including student activities, teacher/student planning, teacher/student evaluation, the classroom environment, and, possibly, other content areas. At a quick glance, many classrooms may seem to have similar characteristics, for example, the same teacher/student planning and evaluating techniques; however, integrated classrooms must involve two or more of the language arts in as many facets of the educational environment as possible. For this category to be observed reliably, the language arts are

defined specifically as the communication areas of: listening, speaking, reading, writing, spelling, handwriting, and non-verbal expression. These seven areas represent the criteria to be used in observing the degree to which the language arts are involved in the five following aspects of classroom setting.

5.1. Student Communication Activities. This section measures the degree of integration involved in various student communications activities. In order to record the observation, all communication activities are to be analyzed according to the question, "Are two or more language arts involved in each student activity"?

5.2. Planning. This section measures the degree of integration involved in the teacher's and student's planning techniques. All items under this section are to be recorded only if two or more of the language arts are involved in each planning technique. Planning in an integrated classroom usually centers around teacher/student planning for communication activities. For example, teacher/student planning to read a story, make puppets of the characters and act out the story for a first grade integrates two or more of the language arts and would fulfill the requirements of scoring in this section. It may not seem possible to directly observe the planning techniques used by a teacher in the classroom; however, since this system is based on communication, it is believed that the teacher's planning technique should be clearly communicated, at some time, to the students in the classroom. Students should be aware of the teacher's plans and, whenever possible, should actually take part in planning sessions. When considered this way, it is possible to reliably observe the various planning techniques used in the classroom.

5.3. Environment. This section measures the degree of integration involved in the classroom environment. Environment is defined as the area

surrounding the students; it is actually possible for this section to be scored when the teacher(s) and students are not in the room (however, this section is intended to be used simultaneously with the total system). All items under this section are to be recorded only if two or more of the language arts are involved in each aspect of the classroom environment. Environmental observations are coded from the observer's original position in the classroom. The observer may, as unobtrusively as possible, pass by and make note of any particular point of interest in the classroom environment.

5.4. Evaluation. This section measures the degree of integration involved in the teacher's and student's evaluation techniques. All items under this category are to be recorded only if two or more of the language arts are involved in each evaluation technique. It may not seem possible to directly observe the evaluation techniques used by a teacher in the classroom; however, since this system is based on communication, it is believed that the teacher's evaluation techniques should be clearly communicated, at some time, to the students in the classroom. Students should be aware of the teacher's evaluations and, whenever possible, should actually take part in the evaluation sessions. In this way, it is possible to reliably observe the various evaluation techniques used in the classroom.

5.5. Content Area Involvement. This section measures the degree of integration of the language arts with other content areas. Content area involvement is recorded only if two or more of the language arts are involved in conjunction with a content area. Because the previously stated definition of integration does not consider content area involvement essential to integrated language communications instruction, the specific content areas are not listed under this category.

Item Descriptions

Each of the five categories explained in the previous section subsume several items which must be specifically observed in order to provide an accurate total score. These items are listed on the SILCO observation form under the appropriate category heading. Each observer must be totally familiar with each of the following item descriptions in order to achieve accurate results and high reliability.

Items

1.1 Large Group, Activity centered with skill development objectives. The entire class is together for a single overall activity. This item is used for time intervals during which all students are working on an activity with an apparent skill development basis. This item may be characterized by children moving and actively working on some activity. Examples coded in this section may be an art activity in which children artistically respond to a story they just read, reading a play out loud and dramatizing various conclusions to the play that the children feel are appropriate endings, etc. This item is used whenever children are involved in an activity with an apparent skill development purpose.

1.2 Small Group/Individual, Skill centered primarily. Children are organized into sets of children working in groups or working individually, and each group or individual has a different assignment based on small group or individual ability. This item is used for time intervals during which groups of children or individual children are working on specific skill lessons. This item may be used in conjunction with other items in this category. For example, if three groups of children are all working

Items

on skills based on their specific needs and abilities, one check would appear in this item. If, in addition, two other groups of children are involved in an activity for skill development, then item 1.4 would also be marked. Item 1.2 indicates that instruction is based on small group or individual work for skill learning.

1.3 Small Group/Individual, Independent work (self-directed). Children are organized into sets of children working in groups or working individually, completely independent of teacher assistance. This item may be characterized by children's use of programmed materials, learning centers, individually-paced kits and materials, etc. The children are engaged in independent work; they can direct themselves from beginning to end of the learning activity. This item represents children's self-directed learning with no teacher assistance. This item may also be used in conjunction with other items in this category.

1.4 Small Group/Individual, Activity centered with skill development objectives. Children are organized into sets of children working in groups or working individually on activities. This item is used for time intervals during which groups or individual students are working on an activity with an apparent skill development basis. This item may be characterized by children taking an active part in some action. Examples coded in this section may be an art activity in which children artistically respond to a story they just read, reading a play out loud and dramatizing various conclusions to the play that the children feel are appropriate endings, etc. This item is used whenever groups of children or individuals are involved in an activity with an apparent skill development purpose. This item may also be used in conjunction with other items in this category.

Items

2.1 Material, textbook, basal, workbook, worksheet, paper/pencil, boardwork. This includes the student's regularly assigned basal text, supplementary basal texts or other textbooks. It also includes workbooks, dittoed handouts, skill texts, and any other paper/pencil materials. Art materials are not included in this item but are recorded under item 2.4. Boardwork is also included in this item, e.g. chalkboards, flannel boards, etc.

2.2 Material, Trade book, reference text. This includes all kinds of literary reading material other than textbooks, including literature books, newspapers, magazines, plays, poetry, etc. All reference textbooks including encyclopedias, dictionaries, etc. are recorded in this item.

2.3 Material, Map, graph, chart. This includes non-literary reading materials, such as maps, catalogues, temperature charts, calendars, etc.

2.4 Material, Manipulative material. This includes all manipulative materials used in the classroom, e.g., games, rods, blocks, art materials (crayons, scissors, construction paper), etc. Any resources that are physically manipulated by the children are included in this item. Student writing on the chalkboard in order to participate in a teacher-student lesson is not considered in this item, but would be recorded under item 2.1.

2.5 Material, Media. This includes all audio-visual media, e.g., tape recorders, record players, audio-visual equipment, pictures, paintings, sculptures, etc.

Items

2.6 Person/Place, Teacher as resource. This includes lectures, explanations, directions and demonstrations given by the teacher acting as the primary resource person. Structured teacher-directed lessons are included in this item.

2.7 Person/Place, Visiting resource person. This includes lectures, explanations, directions and demonstrations given by a visiting resource person acting as the primary resource in the classroom structure. This includes family/community, school, and other student (not peer) resource persons. A student-peer resource person would be coded in items 2.9 or 2.10.

2.8 Person/Place, Field trip as resource. This includes field trip experiences used as the primary resource for lectures, explanations, demonstrations, discussions, etc. This category usually will be used in conjunction with another item in this section. Integrated language communications instruction makes use of many real-life experiences so that field trips become an important part of the communications program. Field trips include all experiences outside the regular classroom structure. Trips to other parts of the building, outside the school on the school grounds, etc. are included in this item.

2.9 Person/Place, Student as formal resource (oral, written, dramatic). This includes any resource which an individual child or group of children composed, i.e., oral composition, written composition, dramatic composition. These compositions must be relatively formal resources as indicated by a formal presentation which was previously prepared for a particular occasion. The writing may include poetry, plays, stories, riddles, etc.; the speaking

Items

may also include poetry, plays, stories, riddles, etc. and may be presented in the form of tape recordings, puppetry, debates, interviews, etc.; the acting may include expressive movements, mime, non-verbal expression, etc. Each behavior observed must be a formal, prepared presentation in order to be coded in this item.

2.10 Person/Place, Student as informal resource (oral, written, dramatic). This includes any resource which an individual child or group of children composed, i.e., oral composition, written composition, dramatic composition. These compositions must be free, spontaneous interactions among or between individuals or a group, including students or teachers. The writing may include poetry, plays, stories, riddles, etc.; the speaking may also include poetry, plays, stories, riddles, etc. and may be presented in the form of tape recordings, puppetry, debates, interviews, etc.; the acting may include expressive movements, mime, non-verbal expression, etc. Each behavior observed must be a free, spontaneous presentation in order to be coded in this item.

3.1 Vocabulary, Concept development. The emphasis of this item includes the skills of vocabulary and concept development. Instruction may emphasize listening, speaking, reading, or writing vocabulary; however, instruction must focus on the child generalizing an idea or thought in order for the skill to be coded in this area.

3.2 Vocabulary, Language variations. The emphasis of this item includes the study of language variations, e.g., similarities and differences among languages, language dialects, methods of communication, choosing language to suit audience, etc. These language variations skills must be

Items

emphasized during instruction of the learning activity to be coded in this area.

3.3 Vocabulary, Origin, history of language. The emphasis of this item includes the origin and history of language development, e.g., writing as a record of language, historical development of the English language, English words borrowed from other languages, language growth and change, etc. These language development skills must be emphasized during instruction or the learning activity to be coded in this area.

3.4 Listening, Following directions. The emphasis of this item includes the development of the student's listening ability for following directions. The student's incidental listening to directions in order to complete a task is not included in this item; the instruction or learning activity must focus on developing the student's listening ability to follow directions.

3.5 Listening, Listening comprehension. The emphasis of this item includes those instances where instruction or the learning activity focuses on developing the student's listening comprehension ability. This item includes listening for the main idea, details and other comprehension skills. Listening for enjoyment is also coded under this area if the student is actively listening, rather than passively involved in the listening act.

3.6 Speaking, Discussion. The emphasis of this item includes the development of the student's ability to discuss with an individual or group. Discussion may center on any subject area, but the student must be

Items

actively involved in developing discussion techniques. Discussion skills may include staying on one topic, speaking at the appropriate times, speaking and listening courtesy habits, etc. This item is used to indicate emphasis on discussion skills.

3.7 Speaking, Mechanics. The emphasis of this item includes the development of the student's speaking mechanics, e.g., speaking in complete sentences, using a variety of sentence structures in speech, using descriptive adjectives, adverbs, nouns, and verbs in speech, etc. Other types of speaking techniques are also coded in this area, e.g., speaking volume, articulation, etc. Instruction or learning activities must focus on the development of the proper mechanics of speech in order to be coded in this area.

3.8 Speaking, Informative expression. The emphasis of this item includes the student's oral expression for informative purposes. This item involves the student's oral expression for the specific purpose of sharing information. The format of the presentation is not discussion (item 3.6), but is it a more formal expressive act to share information. Examples may include oral book reports, daily news, reports and summaries, show-and-tell type formats, etc.

3.9 Speaking, Creative expression. The emphasis of this item includes the student's oral expression for creative purposes. This code involves the student's oral expression for the specific purpose of creating or imagining. The format of the presentation is not discussion (item 3.6), but it is a more formal expressive act to create or imagine. Examples

Items

may include role playing, creative expression using puppetry, improvisation, etc. The instances of improvisations which include body movements would be double-coded in this item 3.9 and 3.21 non-verbal expression.

3.10 Reading/Study Skills, Perceptual. The emphasis of this item includes perceptual development, i.e., auditory, visual and tactile. Instruction or the learning activity must focus directly on perceptual development. Auditory perception related to word recognition skills (short and long vowel sounds, consonant sounds, etc.) is not coded in this area but is directly related to item 3.11, word recognition. All other direct attention given to perceptual skill training is coded in this area.

3.11 Reading/Study Skills, Word recognition. The emphasis of this item includes all instruction or learning activities directly related to developing the student's word recognition abilities. Sight words, decoding skills, syllabication work, structural analysis skills, etc. are all coded in this area.

3.12 Reading/Study Skills, Reading comprehension. The emphasis of this item involves all reading comprehension skills, including both oral and silent reading comprehension. This item includes literal, interpretive and evaluative comprehension. Reading for appreciation and enjoyment are also coded in this area if the student is actively reading, rather than passively involved in the reading act.

3.13 Reading/Study Skills, Reference/study skills. The emphasis of this item includes all reference and study skills, e.g., alphabetizing, dictionary work, study techniques (SQ4R), etc.

Items

3.14 Reading/Study Skills, Reading rate. The emphasis of this item is developing the student's reading rate to be more efficient. In the elementary grades, this skill may not receive much direct emphasis. Coding in this area reflects direct instruction or emphasis on reading rate.

3.15 Writing/Composition, Sentence/paragraph construction. The emphasis of this item includes all instruction and learning activities direc related to sentence and paragraph construction, e.g., sentence expansion, sentence combining, writing complete sentences, sentence variation, usage, etc. Other types of sentence/paragraph construction techniques are also coded in this area, e.g., student preparing to write (reflecting before composing), analyzing sentence and paragraph constructions, etc.

3.16 Writing/Composition, Informative composition. The emphasis of this item includes student composing for informative purposes. This item involves the student's written expression for the specific purpose of sharing information. Examples may include book reports, business letters, reports and summaries, newspaper items, journal and diary entries, etc.

3.17 Writing/Composition, Creative composition. The emphasis of this item includes student composing for creative purposes. This item involves the student's written expression for the specific purpose of creating or imagining. Examples may include plays, poetry, creative letters, journal and diary entries, etc.

3.18 Writing/Mechanics, Punctuation, capitalization. The emphasis of this item includes the mechanics of written expression, e.g., punctuation, capitalization, margins,and format, etc.

Items

3.19 Writing/Mechanics, Spelling. The emphasis of this item includes attention to the spelling skills, e.g., sound/spelling patterns, syntax, spelling principles, etc. Spelling instruction may take place in isolation or in conjunction with other learning activities. In either case, this item reflects direct emphasis on spelling skills.

3.20 Writing/Mechanics, Handwriting. The emphasis of this item includes direct attention to handwriting skills, e.g., regular practice, strategies, procedures, etc. Handwriting instruction may take place in isolation or in conjunction with other learning activities. In either case, this item reflects direct emphasis on handwriting skills.

3.21 Dramatic Expression, Non-verbal expression. The emphasis of this item includes direct attention to the elements of non-verbal expression, e.g., body movements, expressive movements, mime, etc. This item focuses on direct skill development of silent interpretation or play by the students involved.

3.22 Dramatic Expression, Creative drama. The emphasis of this item includes direct attention given to the elements of creative drama, e.g., staging, lighting, role playing, voice projection, etc. This code usually reflects dramatic skill development for the planning or presenting of a dramatic production to an audience (peer, school, family/community).

3.23 Mixed, Application of mixed language skills. The emphasis of this item includes activities which apply several of the language skills. This item is recorded when it is impossible for the observer to differentiate each of the language skills that are being applied in a particular

Items

activity, although it is evident that several language skills are being observed.

4.1.1 Preparing Communication, Teacher/student prepares for student-peer presentation. This item includes all teacher and/or student planning activities culminating in a student-peer presentation. A peer presentation includes planning for students within a similar age group, including the student's own classmates. The presentation may be individually or group planned, as long as the purpose of the planning session is for a peer presentation. Examples may include planning to write letters, presenting plays, reading pieces of literature, etc.

4.1.2 Preparing Communication, Teacher/student prepares for school presentation. This item includes all teacher and/or student planning activities culminating in a school presentation. A school presentation includes planning for students, administrators, and any other school related personnel outside the student's own peer group. The presentation may be individually or group planned, as long as the purpose of the planning session is for a school presentation. Examples may include planning to write a program, presenting a media production, orally interpreting a piece of literature, etc.

4.1.3 Preparing Communication, Teacher/student prepares for family/community presentation. This item includes all teacher and/or student planning activities culminating in a family/community presentation. A family/community presentation includes planning for parents, relatives, community members, and any other person or group of persons in this general category. The presentation may be individually or group planned, as long as the purpose

Items

of the planning session is for a family/community presentation. Examples may include planning to write letters, presentingplays, simulating historical events, etc.

4.1.4 Preparing Communication, Teacher/student prepares for audience presentation (undetermined). This item includes all teacher and/or student planning activities culminating in an audience presentation for which the observer cannot determine the exact nature of the audience. This item is used to reflect teacher and/or student preparing for an audience presentation in which the audience is not known to the observer.

4.2.1 Receiving Communication, Student presents to interested peer audience. This item includes all student presentations to a peer audience. A peer audience includes presenting for an individual or group of students within a similar age group,including the student's own classmates. Audience may consist of one person or a group of persons, each interested and paying attention to the communication activity.

4.2.2 Receiving Communication, Student presents to interested school audience. This item includes all student presentations to a school audience. A school audience includes presenting for students, administrators, and any other school-related personnel outside the student's own peer group. Audience may consist of one person or a group of persons, each interested and paying attention to the communication activity.

4.2.3 Receiving Communication, Student presents to interested family/community audience. This item includes all student presentations to a family/community audience. A family/community audience includes presenting

Items

for parents, relatives, community members,and any other person or group of persons in this general category. Audience may consist of one person or a group of persons, each interested and paying attention to the communication activity.

4.3.1 Interacting Communication, Teacher/student prepares for interaction with student-peer audience. This item includes all teacher and/or student planning sessions culminating in some type of student-peer interaction. Interaction in this item differs from planning in item 4.1.1, because, by interacting, the students must have a reciprocal effect on each other. In other words, in item 4.1.1, the student plans to present a program to an audience whose major role is to receive the communication. In this item, however, the student plans to interact with a peer or peer-group whose role is not only to receive the communication, but to respond to the communication. This item emphasizes the student as initiator and the peer as respondent. Examples of activities in this area may include developing questionnaires, developing interview guides, preparing for a debate or a panel discussion which involves the audience, preparing question and answer sessions, etc.

4.3.2 Interacting Communication, Teacher/student prepares for interaction with school audience. This item includes all teacher and/or student planning sessions culminating in some type of school interaction. Interaction in this item differs from planning in item 4.1.2 because, by interacting, the students must have a reciprocal effect on each other. In other words, in item 4.1.2, the student plans to present a program to an audience whose major role is to receive the communication. In this item, however, the

Items

student plans to interact with an individual or school group whose role is not only to receive the communication, but to respond to the communication. This item emphasizes the student as initiator and the school member as respondent. Examples of activities coded in this area may include developing questionnaires, developing interview guides, preparing for a debate or a panel discussion which involves the audience, preparing for question and answer sessions, etc.

4.3.3 Interacting Communication, Teacher/student prepares for interaction with family/community audience. This item includes all student planning sessions culminating in some type of family/community interaction. Interaction in this item differs from planning in item 4.1.3 because, by interacting, the student and the family/community member(s) must have a reciprocal effect on each other. In other words, in item 4.1.3, the student plans to present a program to an audience whose major role is to receive the communication. In this item, however, the student plans to interact with an individual or family/community group whose role is not only to receive the communication, but to respond to the communication. This item emphasizes the student as initiator and the family/community member as respondent. Examples of activities coded in this area may include developing questionnaires, developing interview guides, preparing for a debate or a panel discussion which involves the audience, preparing question and answer sessions, etc.

4.3.4 Interacting Communication, Student interacts with peer audience. This item includes all student interaction with an individual or peer-group for the specific purpose of communicating. Interaction in this item differs

Items

from presenting in item 4.2.1 because, by interacting, the students must have a reciprocal effect on each other. In other words, in item 4.2.1, the student presents a program to an audience whose major role is to receive the communication. In this item, however, the student interacts with a peer or peer-group whose role is not only to receive the communication, but to respond to the communication. This item emphasizes the student as initiator and the peer as respondent. Examples of activities in this area may include interviews, debates and panel discussions which involve the audience, question and answer sessions, etc.

4.3.5 Interacting Communication, Student interacts with school audience. This item includes all student interaction with an individual or school group for the specific purpose of communicating. Interaction in this item differs from presenting in item 4.2.2 because, by interacting, the students must have a reciprocal effect on each other. In other words, in item 4.2.2, the student presents a program to an audience whose major role is to receive the communication. In this item, however, the student interacts with a student or school group whose role is not only to receive communication, but respond to the communication. This item emphasizes the student as initiator and the school member as respondent. Examples of activities in this area may include interviews, debates and panel discussions which involve the audience, question and answer sessions, etc.

4.3.6 Interacting Communication, Student interacts with family/community audience. This item includes all student interaction with an individual or family/group for the specific purpose of communicating. Interaction in this item differs from presenting in item 4.2.3 because, by interacting,

Items

the student and the family/community member(s) must have a reciprocal effect on each other. In other words, in item 4.2.3, the student presents a program to an audience whose major role is to receive the communication. In this item, however, the student interacts with an individual or family/community group whose role is not only to receive the communication, but to respond to the communication. This item emphasizes the student as initiator and the family/community member as respondent. Examples of activities coded in this area may include interviews, debates and panel discussions which involve the audience, question and answer sessions, etc.

4.3.7 Student engages in apparent self-expression (no audience presentation required). This item includes all student activities that the student engages in for apparent self-expression. It is possible that a student does not wish to participate in an activity which culminates in active participation in front of an audience; however, the student may still want to participate in the activity itself. This item reflects the student engaging in a self-chosen communication activity (not assigned) for self-expression for self-fulfillment. Each student should be allowed the opportunity for self-expression and self-fulfillment whenever possible. Examples coded in this area may include the student selecting to write in a journal or diary, reading unassigned poetry silently, moving expressively in response to poetry or music, etc.

5.1.1 Student Communication Activities, Demonstration. This item includes all lectures, explanations, demonstrations, etc. given by the teacher, student, or other resource person in which the students use two or more

Items

of their language skills. Examples that may be coded in this area include a demonstration in which the students must read a chart and observe the correct method for baking bread, a teacher-directed lesson in which the students must read the basal text and act out the conclusion of the story, etc. This item reflects the student actively using two or more of the language arts.

5.1.2 Student Communication Activities, Discussion. This item includes a relatively free interaction among or between individuals or a group, including students or teachers. This item should be used to indicate free, relatively undirected conversations in which students use two or more of the language arts. Examples that may be coded in this area include a discussion in which the student shares information and supports this information by reading out of a text, etc.

5.1.3 Student Communication Activities, Production (media, drama). This item includes dramatics, audio-visual activities, etc. which involve the students in using two or more of the language arts. This item reflects student involvement in some production, whether the material was produced by the teacher, student or commercial firm. Examples that may be coded in this area include students listening to a tape prepared by the teacher and reading a story which accompanies the tape, students watching a dramatic presentation and orally participating in sections of the play, etc.

5.1.4 Student Communication Activities, Simulation. This item includes all activities which imitate and resemble another environment, experience, etc. and involve the students in using two or more of the language arts.

Items

This item reflects student involvement in some pretend situation in which the student's imagination usually plays an active role. Examples that may be coded in this area include students pretending to be on a roller coaster while explaining and dramatizing the sensations involved in the coaster ride, students dramatizing a walk through a haunted house and reading "mystery clues" as to the identity of the person buried under the library floor, etc.

5.1.5 Student Communication Activities, Manipulative (games). This item includes all manipulative materials used in the classroom, e.g., games, rods, blocks, etc., that can be physically manipulated by the student. Art projects are not included in this item but should be marked in item 5.1.6. Two or more of the language arts must be involved in any manipulative activity to be coded in this area.

5.1.6 Student Communication Activities, Project (paper/pencil, art, music). This item includes all student activities in which individuals or groups work on projects which involve two or more of the language arts. A project involves the student in making or constructing some art work, music piece, literary work, etc. Examples which may be coded in this area include students writing a story and reading it to the group, students following written directions to make a puppet and presenting a play using the puppet, etc.

5.2.1 Planning, Teacher and student planning sessions. This item includes both teacher and student taking an active role in planning sessions. The observer may only occasionally observe the teacher and student planning

Items

together, but should be sensitive to instances when mutual planning involving two or more of the language arts takes place.

5.2.2 Planning, Student and student planning sessions. This item includes students taking a mutually active role in planning sessions. The observer may only occasionally observe students planning together, but should be sensitive to instances when mutual planning involving two or more of the language arts takes place.

5.2.3 Planning, Long/short term goals. This item includes those objectives frequently referred to as the "unit goals" and the "daily goals." These objectives represent the goals to be achieved after a specified period of instruction. Long and short term goals can be observed through student work, activities, etc. which involve two or more of the language arts. Indications that goals involve two or more of the language arts may include writing a complete sentence including proper punctuation, capitalization and spelling, reading an open-ended play and acting out the conclusion, etc.

5.3.1 Environment, Teacher-work displayed. This item includes all displays (including learning centers) that consist primarily of teacher work that involves two or more of the language arts.

5.3.2 Environment, Student-work displayed. This item includes all displays that consist primarily of student work that involves two or more of the language arts.

Items

5.3.3 Environment, Commercial work displayed. This item includes all displays that consist primarily of commercially prepared materials that involve two or more of the language arts.

5.3.4 Environment, Teacher/student/commercial work displayed. This item includes all displays that consist of combinations of teacher and/or student and/or commercially prepared work that involves two or more of the language arts.

5.4.1 Evaluation, Formal teacher evaluation. This item includes those evaluations involving two or more of the language arts that are used for grading purposes in the classroom. These instances may include unit tests, grades given for oral book reports, daily graded quizzes, etc.

5.4.2 Evaluation, Informal teacher evaluation. This item includes those evaluations involving two or more of the language arts that are used by the teacher for on-going diagnosis, placement, attitude surveys, etc. These instances take place regularly, possibly on a daily basis. Informal evaluation techniques may not always be observable; however, many informal techniques can be reliably measured.

5.4.3 Evaluation, Student self-evaluation. This item includes those evaluations involving two or more of the language arts that are completed by the students to evaluate self-progress. These instances may include the student correcting his/her own paper, putting a star on a chart indicating satisfactory completion of a skill task, etc.

Items

5.4.4 Evaluation, Student group-evaluation. This item includes those evaluations involving two or more of the language arts that are completed by the student to evaluate group progress. These instances may include the students in a group orally reviewing how well they completed a task, the student group leader explaining group progress to the entire class, etc.

5.4.5 Evaluation, Teacher and student evaluation. This item includes those evaluations involving two or more of the language arts which mutually involve the teacher and student in the evaluation process.

5.5.1 Content Area Involvement, Other content areas. This item includes the involvement of two or more of the language arts in any of the content areas (math, science, social studies, etc.).

RECORDING ENTRIES

General Information

The observer enters the classroom and positions himself/herself in an inconspicuous section of the classroom. This position, however, must provide an excellent view of all the activities in the classroom. A five-minute preparation period is provided to give the observer an opportunity to become comfortable with the classroom experiences. At the end of the five-minute period, the observer begins to time and record the observed activities.

The observer records observations based on specific time intervals of two minutes each. This system provides for observing and recording ten three-minute time units throughout a thirty-minute observation period. In other words, the observer observes categories 1, 2, and 3 for two minutes and records for one

minute, observes for two minutes and records for one minute, etc., for a total of eight tabulations throughout a thirty-minute observation period. During the two remaining three-minute time units, time blocks five and ten, the observer records categories 4 and 5 found on page 3 of the instrument. The two-minute, one-minute sequence is followed continuously for thirty minutes. The exact time schedule is illustrated in Figure 1.

The observer needs (1) a copy of the System for Integrated Language Communications Observation, and (2) a stopwatch. The total observation period consists of 40 minutes, including five minutes for observer preparation, 30 minutes for actual observation and recording, and five additional minutes for observer comments. Observations are made by recording the appropriate number of checks (✓) for each category on the system. That is, more than one check may be needed in each category to indicate the description of the activities observed during each time interval.

Recording Entries 1, 2, and 3

The observation and recording schemes for sections 1, 2, and 3, are identical. For each two-minute interval of the observation period, the observer enters a check (✓) in the column opposite the proper description of the classroom situation. The observer follows the recording scheme of observing the classroom activities for two minutes and recording the observations for one minute. This two-minute observation and one-minute recording process continues for a 30-minute observation total of eight frequency tabulations for each of the categories 1, 2, and 3.

Time Unit	Time Length	Category Observed
Preparation	5 minutes	Observer Preparation
1	2 minute observe 1 minute record	1, 2, 3
2	2 minute observe 1 minute record	1, 2, 3
3	2 minute observe 1 minute record	1, 2, 3
4	2 minute observe 1 minute record	1, 2, 3
5	2 minute observe 1 minute record	4, 5
6	2 minute observe 1 minute record	1, 2, 3
7	2 minute observe 1 minute record	1, 2, 3
8	2 minute observe 1 minute record	1, 2, 3
9	2 minute observe 1 minute record	1, 2, 3
10	2 minute observe 1 minute record	4, 5
Conclusion	5 minutes	Observer Comments
Total Time	40 minutes	

Figure 1. Showing the time schedule for each observation period using SILCO

The observer may enter more than one check if more than one behavior within the two-minute period is observed. For example, in a classroom with three skill groups, entry 2 may be recorded as 1) Textbook, basal, 2) Trade book, reference text, and 4) Manipulative material. It is also possible that the observer may not record any checks if the listed behaviors do not occur within a two-minute observation period.

Recording Entries 4 and 5

These categories apply to extended periods of observation rather than to separate two-minute intervals. The observer must be aware of these items throughout the observation period so that the correct notation can be filled in midway through the observation session and at the end of the period. In other words, the observer records time unit five based on the activities observed during time units one through five inclusive. The same process applies to recording time unit ten which is based on the activities observed during time units six through ten inclusive.

As in the above sections, it is possible to check more than one of the characteristics listed under Real-life Communication Activity and Integrative Qualities, and it is also possible not to check any of the characteristics. Because the observer records Sections 4 and 5 only twice throughout the 30-minute observation period, the observer must be alert for notations of the items continuously during the entire observation period.

SCORING ENTRIES

SILCO is based on a total score of 60 points, that is, the continuum of 0 to 60 points indicates the lowest degree of integrated language communications

instruction to the highest degree of integrated language communications instruction in any observed classroom. Although it is highly unlikely for any observed classroom to achieve a score of either 0 or 60 in any one observation period, it is recommended that the average score be calculated for a number of observations for each observed classroom.

Scores are computed by tallying the number of different items occurring in each observation rather than the frequency of occurrence of each item. In other words, if "Large group/Activity centered with skill development objectives" were checked one time during the total observation or if this item were checked all eight times during the total observation, the score would remain the same, one point. SILCO scoring is sensitive to the different types of observed characteristics rather than the frequency of occurrence of individual items. Scoring individual frequencies biases the instrument too heavily in favor of the length of time of each observation (Categories 1, 2, and 3 are recorded eight times throughout the observation while categories 4 and 5 are recorded only twice). In addition, integrated language communications instruction does not subscribe to the use only one particular technique for instruction, but utilizes many resources, student activities, instructional organizations, etc.; therefore, a count of the different types of observed behaviors is more suitable when measuring an integrated language classroom.

Category 1, Instructional Organization, totals six points. Items 1.1, 1.2 and 1.3 are each assigned one point, and item 1.4 is weighted with a three-point count. Item 1.4, "Activity centered with skill development objectives," is weighted more heavily than the other items because small group activities used to develop specific language skills reflect a greater degree of integrated language communications instruction as defined in this system.

Category 2, Resources In Use, totals ten points, each item being given an equal count of one.

Category 3, Skill Development Emphasis, totals eleven points. Each of the eight language communication areas is assigned one point, with the last item, "mixed," weighted three points. This last item, number 3.23, "Application of mixed language skills," is weighted more heavily than the other item groupings because this item is recorded when it is not possible for the observer to isolate and identify each specific language skill being observed in each activity group. When item 3.24 is recorded, several language skills are being observed and, therefore, it is weighted with a three-point value in order to give credit to the application of the several language areas.

Categories 4 and 5, Real-Life Communication Activity and Integrative Qualities, total 14 and 19 points respectively. In these two categories, every item is assigned an equal count of one point. This scoring technique deliberately weighs these two categories more heavily than the other categories in order to emphasize the real-life communication quality of each activity and to recognize the integration of two or more of the language arts. Integrated language communications instruction must be based on these two areas in order to fulfill the requirements of (1) the communications aspect of instruction and (2) the involvement of two or more of the language arts in instruction. Categories 4 and 5 provide the information on which the philosophy of integrated language communications is based.

The section labeled Observer's Comments is not assigned any point value, but is used to offer additional information regarding the observer's judgment

concerning the degree of integration during each observation period. This information is subjective and is merely supplemental and not to be used in scoring.

The exact scoring guide used to rate the degree of integration appears in Figure 2.

Category	Total Point Value
1	6
2	10
3	11
4	14
5	19
Total Score Possible	60

Figure 2. Showing the scoring breakdown using SILCO